



CDPAC/CSL CRIB Notes
Early Literacy
June 2002



An Analysis of Early Literacy Assessments Used for Instruction. By Samuel J. Meisels and Ruth A. Piker, University of Michigan. The Center for the Improvement of Early Reading Achievement (The Center, Ann Arbor, Michigan) 2001. 69 p.

FULL TEXT: <http://www.ciera.org/library/reports/inquiry-2/2-013/2-013.html>

[“This report focuses on results of a systematic study of instructional assessments of early literacy designed by teachers and other educators for use in K-3 classrooms. It characterizes the instructional assessments teachers use in their classrooms to evaluate their students' literacy performance in terms of categories of skills assessed, types of assessment models utilized, differences in student responses elicited by the assessments, forms of administration, types of mental processing required of students, and other parameters.”]

[CDPAC 391]

Bridges to Literacy: Early Routines That Promote Later School Success. By Sharon Rosenkoetter and Lauren R. Barton. IN: *Zero To Three*, vol. 22, no. 4 (February/March 2002) pp. 33-38.

[“Reading emerges after instruction, in children who are well nourished and thriving in safe homes and neighborhoods. Where these components are lacking, children may be unready to begin some of the activities in the kindergarten's literacy curriculum. Priorities for building an adequate foundation for later reading success are relationships, resiliency, and readiness.”]

[CDPAC 392]

A Framework for Early Literacy Instruction: Aligning Standards to Developmental Patterns and Student Behaviors, Pre-K Through Kindergarten. By Elena Bodrova and others, Mid-Continent Research for Education and Learning (McREL, Aurora, Colorado). Prepared for the Office of Educational Research and Improvement, U.S. Department of Education. 2000. 33 p.

[“This copy of a microfiche document is designed to establish consistency in the definition and format to be used in developing early literacy standards and benchmarks. They are based on current national and state standards and reflect the foundational knowledge and developmental differences representative of the research on early literacy development.”]

[CDPAC 393]

A Framework for Examining Book Reading in Early Childhood Classrooms. By David K. Dickinson, Center for Children and Families, Education Development Center, and others. The Center for the Improvement of Early Reading Achievement, Ann Arbor, Michigan. February 18, 2002. 19 p.

FULL TEXT: <http://www.ciera.org/library/reports/inquiry-1/1-014/1-014p.pdf>

[“This paper presents a comprehensive framework for examining book use in early childhood settings, including the following dimensions: the book area, the amount of time provided for book reading, integration of books into the broader curriculum, the nature of the book reading events, and the nature of the home-school connection with respect to book use. Data from four studies conducted in New England are used to assess the quality of book use; each dimension shows significant evidence of the need for improvement in how books are used in preschool classrooms.”]

[CDPAC 394]

"Functional Neuroanatomical Differences Between Adults and School-Age Children in the Processing of Single Words. By Bradley L. Schlaggar and others, Washington University School of Medicine, Saint Louis, Missouri. IN: *Science*, vol. 296, (May 24, 2002) pp. 1476-79.

["Scientists have discovered that children appear to use their brains to handle words far differently than do adults, suggesting a generation gap that extends to the most fundamental functions of the brain. The new research highlights how dramatically children differ mentally from grown-ups."]

[CDPAC 395]

Good Start, Grow Smart: The Bush Administration's Early Childhood Initiative. By President George W. Bush. (The White House, Washington DC) April 3, 2002. 13 p. (***IN TODAY'S MEETING PACKET*)

FULL TEXT: www.whitehouse.gov/infocus/earlychildhood/toc.html

["This new early childhood proposal...would make changes in Head Start program standards and how states can use federal child care funds. President Bush has directed HHS to develop a strategy to ensure that, for the first time, every Head Start center assesses the standards of learning in early literacy, language, and numeracy skills. The program would also launch a public awareness campaign about the importance of early education."]

[CDPAC 358]

Head Start Early Literacy Training. By Head Start Bureau, Administration on Children, Youth and Families, U.S. Department of Health and Human Services. April 12, 2002. 7 p.

FULL TEXT: http://www.headstartinfo.org/publications/im02/im02_05.htm

["This announcement to Head Start centers is a response to President Bush's charge and statutory requirements to promote school readiness and to provide nationwide, research-based literacy training for all Head Start programs."]

[CDPAC 396]

"Helping Preschool Children Become Readers: Tips for Parents." By Ann S. Epstein. IN: *High/Scope Resource: A Magazine for Educators*, vol. 21, no. 2 (Summer 2002) pp. 4-6.

["Parents and other family members lay the foundation for reading and writing long before children enter school. To help preschoolers begin to develop these skills at home, parents need to provide two things: 1) experiences with language and 2) experiences with print. This articles outlines 12 things that parents can do to make learning enjoyable and meaningful."]

[CDPAC 397]

Put Reading First: The Research Building Blocks for Teaching Children to Read. By Bonnie B. Armbruster and others, University of Illinois. The Center for the Improvement of Early Reading Achievement, Ann Arbor, Michigan. September 2001. 41 p.

FULL TEXT: http://www.nifl.gov/nifl/research/reading_first1.html

["This guide, designed by teachers for teachers, summarizes what researchers have discovered about how to successfully teach children to read. It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension."]

[CDPAC 398]

“The Role of Public Libraries in Emergent and Family Literacy.” By Jennifer Birckmayer, Cornell University. IN: *Zero to Three*, vol. 21, no. 3 (December 2000/January 2001) pp. 24-29.

[“Our growing scientific understanding of how children learn to read and the conditions that foster emergent literacy confirm the value of welcoming babies and toddlers to libraries with specially designed programs and materials.”]

[CDPAC 399]

Senate Testimony. By Edward Zigler, Yale University. February 12, 2002. (***IN TODAY’S MEETING PACKET*)

FULL TEXT: <http://www.senate.gov/~labor/Hearings-2002/feb2002/021202awit/Zigler.pdf>

[“In response to... President and Mrs. Bush's impetus to assure that every child in America will be a successful reader,... the author states that... cognitive skills are very important, but they are so intertwined with the physical, social, and emotional systems that it is myopic, if not futile, to dwell on the intellect and exclude its partners.”]

[CDPAC 400]

“Under Bush, Head Start Focuses on Early Literacy: Shortage of Teachers May Hinder Focus on Pre-School Reforms.” By Francine Kiefer, *The Christian Science Monitor*, vol. 94, Issue 91, (April 4, 2002) p. 2

[“The White House wants to strengthen the federal role in early learning by getting back to the basics of letters and numbers. This summer, it will begin transforming Head Start into an early literacy program by training all 50,000 Head Start teachers in scientifically proven methods. Some early childhood experts believe there is not enough money or teachers to support this new proposal.”]

[CDPAC 401]

In our continuing quest to highlight relevant materials in a variety of formats, we would like to showcase the following items. Some of these materials are copyrighted and may not be photocopied in their entirety. However, they may be borrowed from your local library, purchased online or at a bookstore, or, in some cases, may be viewed and/or downloaded full-text from the Internet.

Handbook of Early Literacy Research. Edited by Susan B. Neuman and David K. Dickinson. (The Guilford Press, New York, New York) 2001. 494 p.

[“This volume brings together leading authorities for the purpose of providing a comprehensive account of current knowledge in the field of early literacy. Bringing together ideas from a range of disciplinary perspectives, it explores how we might provide all children with strong literacy foundations in the first six years of life.”]

Beyond Baby Talk: From Sounds to Sentences - A Parent's Complete Guide to Language Development. By Ken Apel and Julie J. Masterson. (Prima Publishing, Roseville, California) 2001. 224 p.

[“Sponsored by the American Speech-Language-Hearing Association, this book describes how children develop language from their earliest words to sentences. With the understanding that parents are the primary language role models for their children, the authors provide parents with a guide to understanding language development as well as ways in which they can interact with their children to promote language development.”]

Learning to Read and Write: Developmentally Appropriate Practices for Young Children. By Susan B. Neuman, Carol Copple and Sue Bredekamp. National Association for the Education of Young Children (The Association, Washington, DC) 2000. 131 p.

[“This book is the product of a professional collaboration between early childhood educators and reading specialists. It explains the position statement of the International Reading Association and the National Association for the Education of Young Children on the all-important and controversial topic of when and how to teach young children to read and write. Also included is a summary of effective teaching practices for preschool teachers, a section on frequently asked questions, and a glossary of terms in early literacy. Finally, to help teachers consider the value of what they are doing across the dimensions of literacy, there is a brief self-inventory (*Taking Stock of What You Do to Promote Children's Literacy*).”]

From Neurons to Neighborhoods: The Science of Early Childhood Development. Edited By Jack P. Shonkoff and Deborah A. Phillips, Committee on Integrating the Science of Early Childhood Development. Board on Children, Youth and Families, National Research Council and Institute of Medicine. (National Academy Press, Washington, DC) 2000. 588 p.

FULL TEXT: <http://books.nap.edu/books/0309069882/html/index.html>

[“This report calls on the nation to thoroughly re-examine policies that affect children and bolster its investments in their well-being. Children undergo tremendous intellectual, emotional, and physical development from birth to age 5. Providing safe, loving, and enriching environments for children at this stage is crucial to development. And yet, the nation is not taking advantage of nearly 50 years of research on early childhood development to help raise and educate young children.”]

Preventing Reading Difficulties in Young Children. Edited By Catherine E. Snow, Susan Burns, and Peg Griffin, Committee on the Prevention of Reading Difficulties in Young Children, National Research Council. (National Academy Press, Washington, DC) 1999. 448 p.

FULL TEXT: <http://www.nap.edu/books/030906418X/html/index.html>

[“This book draws upon the expertise of psychologists, neurologists, and educators to establish clear recommendations on several prominent educational controversies. It explores in detail how to foster literacy from birth through kindergarten and the primary grades, including the evaluation of philosophies, systems, and materials commonly used to teach reading.”]